



Every Student Succeeds Act
in New Jersey:
Support and Improvement

ESSA

ESSA Stakeholder Focus Group Meeting
November 16, 2016



Agenda

November 16, 2016

▶ Minutes Review

▶ Stakeholder Engagement and Federal Updates

▶ *Brief* Description of ESSA Requirements for Comprehensive and Targeted Support and Improvement.

▶ Lessons Learned in New Jersey

▶ Table Exercises



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Rationale for Convening

- ✓ To **strengthen the lines of communication** between NJDOE and school community members.
- ✓ To create an **in-person forum for the NJDOE to provide updates** to school community representatives on its development of the state plan.
- ✓ To **hear recommendations and to gather feedback from community representatives** about specific aspects of the state plan; particularly on accountability, state interventions, and the NJDOE's ongoing stakeholder engagement efforts.



Meeting Norms and Expectations

- ✓ **Actively listen and stay engaged:** Limit use of technology.
- ✓ **Step up, step back:** Make sure everybody's voice is heard.
- ✓ **Stay on topic.**
- ✓ **Feel free to ask questions!** Ask about and explain unfamiliar terminology.
- ✓ **Respect** each other's experiences and opinions.
- ✓ **Say "ouch"** if you hear something you find offensive.
- ✓ **Ask clarifying questions.**



Minutes Review

- **Additions and amendments to meeting notes from November 4**



ESSA Stakeholder Focus Group

Tentative Schedule

Date	Time	Agenda
9/27	1-3pm	Intro to Accountability: <i>Indicators on ESSA School-level Performance vs Performance Reports</i>
10/21	1-4pm	Accountability Continued
11/4	9-11am	Accountability Indicators Generally
11/16	9-11am	Supporting Struggling Schools
11/28	9-11am	Title IVA
12/14	9-11am	<i>Tentative</i> Description of State Plan



Federal Updates



Indicators of School and Student Success

What are the Required Indicators for Accountability?

Elementary and Middle School Indicators

- **Academic Achievement** (proficiency)
- **Academic Progress**

High School Indicators

- **Academic Achievement** (may also include progress)
- **4-year Graduation Rate** (may include extended-year)

All School Indicators

- **Progress Toward English Language Proficiency** (may also include proficiency rates)
- ***At Least One ADDITIONAL Indicator of School Quality or Student Success***

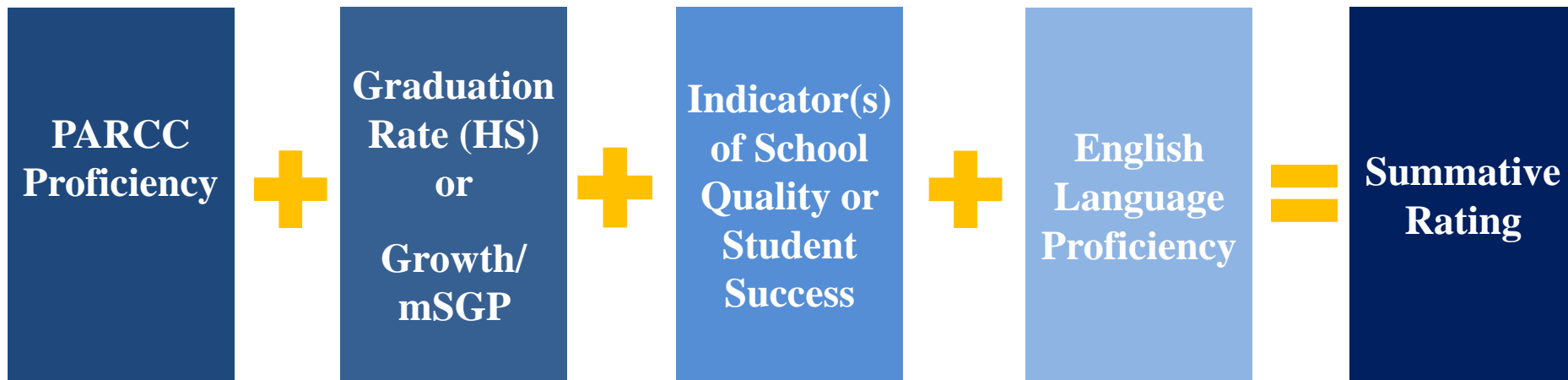
All indicators must:

- be **supported by research** that performance and/or progress are likely to increase; and
- allow for **meaningful differentiation** of schools (*i.e. help to determine which schools are excelling and which may need support*).



ESSA Accountability Indicators

Calculating a Summative Rating



These summative ratings will be used to identify school in need of *Comprehensive Support and Improvement* and *Targeted Support and Improvement*.



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Today's Objective

Input from today's session:

- ✓ Hear from stakeholders the degree to which a state and district should support schools in need of targeted support and improvement.



Annual Meaningful Differentiation of Schools

Starting in 2017-18 (except chronically underperforming 2018-19), school and district performance on all indicators will be used to:

- **Identify schools in need of support and improvement:**
 - the lowest 5% of all Title I schools and any public high schools with graduation rates less than 67% for *Comprehensive Support and Improvement*; and
 - the schools for *Targeted Support and Improvement* in which a subgroup, on its own, performs at the same level as the lowest 5% of schools;
- **Identify school and district performance across the state** – high and low performing schools.



What type of school/district supports are **most helpful** once schools in need of support and improvement are identified?



District's Responsibilities

- Develop *comprehensive* support and improvement plans for each identified school:
 - Informed by all indicators
 - Based on school-level needs
 - Include **evidence-based** interventions
 - Identify resource inequities
 - In partnership with stakeholders
 - Approved by school, district and State
- Approves and monitors *targeted* support and improvement plans developed by the identified schools with above components
 - For schools with any subgroup performing at the same level as the lowest 5% of schools identify resource inequities to be addressed by the plan
 - Takes additional action following unsuccessful implementation of the plan after a number of years determined by the district



State's Responsibilities

MUST:

- Notify districts of identified schools and ensure that the districts notify the schools
- Review and approve district's *comprehensive* support and improvement plans; monitor and periodically review
- Establish exit criteria and take action, if schools fails to meet exit criteria over a state-determined number of years (CSI, subgroup performance=lowest 5%)
- For districts with significant numbers of schools in need of *comprehensive and/or targeted* supports
 - Provide technical assistance
 - Periodically review resource allocations to support school improvement

MAY:

- Take action to initiate additional improvement for districts with a significant number of schools needing *comprehensive* supports but not meeting exit criteria, and schools with *targeted* support and improvement plans
- Establish alternative evidence-based State-determined strategies that can assist schools identified for *comprehensive* support and improvement



Lessons Learned

New Jersey Context

- NJDOE is continuing to better align district and school plans for supports and interventions
- Helpful practices from Regional Achievement Centers have included:
 - Coaching of principals
 - Coaching of academic coaches
 - Embedded Professional Development (Teaching strategies, curriculum development, universal design for learning, use of assessment data, positive behavioral supports)
 - Advocating for school needs with district leadership
 - Walkthrough documents
 - Consistency of staff, bargaining units



Table Conversations: Part I *(Approximately 10 minutes)*

**We have also heard from the field that not all schools identified for targeted support and improvement require the same degree of support.
Do you agree or disagree?**



Table Exercise: Part II

Approximately 20 Minutes

What types of supports could be provided for:

- ***District A:*** Has many schools in need of targeted supports and has had such schools for many years
- ***District B:*** Has one school in need of supports for one subgroup



Next Steps